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AUTHOR Oaks, Harold R.
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ABSTRACT

This paper, the first of two related documents, presents the findings of a survey undertaken for the National Association of Schools of Theatre (NAST) to determine current practices in Ph.D. granting institutions regarding standards, goals, and objectives of this terminal degree in theater in the United States. The survey presents information regarding Ph.D. program purposes, expected competencies, requirements, total hours required, final projects, specializations, faculty characteristics, other requirements for the Ph.D., and number of graduates per university. A list of institutions offering Ph.D. programs in theater in the United States as of July 1988 is appended, along with a list of Ph.D. thesis topics indicated by respondents, and one indicating type of employment of program graduates. (SR)

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NAST Survey of Institutions Granting the Ph.D. in Theatre
Summary of Results

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Harold R. Oaks
Brigham Young University
July, 1988

I. Purpose: What do you see as the purpose of the Ph.D. program as offered by your institution?

Skill	sec. sch.	undergrad college	univ.	prof. th.	other
Teach	6%	88%	100%	9%	3%
Direct	3%	50%	59%	31%	3%
Design	0	22%	22%	9%	0
Write plays	0	22%	25%	22%	3%
Work in Adminstration	6%	31%	41%	19%	3%
Research	3%	78%	94%	25%	6%
Other(dramaturg)	0	16%	16%	25%	0

Several institutions indicated they train students in research, teaching and at least one artisitc field.

Programs are focused on training college and university faculty who are expected to teach and do research and probably direct. There is also considerable emphasis on training Ph.D graduates to work in professional theatre, as directors, playwrights, dramaturgs, administrators and researchers.

2. What do you expect all students to be able to do upon completion of the degree? At what minimum level of competence? (aware: is informed about, able to understand in reading or conversation in context. **understand:** has a thorough knowledge of, able to discuss at a professional level. **competent to do:** able to do independently, completed work worthy to be evaluated by peers.)

Ability or Subject	aware	understand	competent to do
teach	0	3%	97%
direct	3%	59%	28%
act	16%	63%	13%
design	31%	59%	16%
research	0	0	100%
historical	0	13%	81%
imperical	13%	31%	38%
descriptive	0	13%	75%
theatre history	0	16%	84%
criticism	0	22%	81%
performance	3%	50%	38%
drama lit.	0	16%	84%

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CS 506 844

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Graduates are expected to be competent as teachers and researchers (esp. historical and descriptive), with special skills in theatre history, criticism and dramatic literature. Several schools indicated they expected students to be competent in at least one performance related area, or to have aquired such skills prior to entering the program, and to be at least aware of other performance areas.

3. Requirements to accomplish what is indicated in questions 1 and 2. Please indicate the minimum required beyond the bachelor's degree for each item listed:

Most schools require either a masters degree or diognostic examiniations as prerequisite requirements. Only nine(28%) institutions listed specific hour requirements for prerequisites.

number of institutions	percentage of nine	area in which prerequisite hours are required
6	67%	directing
5	56%	acting
7	78%	design
5	56%	research
7	78%	theatre history
6	67%	theory/criticism
5	56%	dramatic literature

*Ten (31%) universities have no specific course requirements; the program is designed for each student. Four others had only a research course required of all students, so a total of 14 (44%)*universities have very few or no standard requirements for all Ph.D. students.*

*Institutions with specific requirements: 16 (50%)**

number of institutions	percent of sixteen	area of requirements	
7	44%	directing	*(two institutions (13%) require a block*
3	19%	acting	*of hours to be selected from these*
5	31%	design	*three production areas)*
15	94%	research	
12	7%	theatre history	*(two institutions (13%) require*
13	81%	Theory/Criticism	*a block of hours to be selected*
9	56%	Drama Lit.	*from these academic areas)*
10	63%	Some sort of teaching instruction or practical work required	

***Two institutions did not respond to this question.**

Institutions requiring specific coursework tend to emphasize research, theatre history, and theory/criticism, with strong emphasis on dramatic literature, training in teaching and/or teaching experience and directing.

4. Total hours required for completion of the degree.

Three schools indicated there were no minimum hours required. This question was not clearly worded, so interpretation of data is difficult. The question did not ask respondents to indicate the total hours with or without the dissertation.

Quarter hours (N=6)	low	70 + dissertation
	high	130 incl. dissertation
	average:	95
Semester hours (N=21)	low	MA + 40 + dissertation???
with MA (N=16)	high	MA + 90 incl. dissertation???
	average:	MA + 58
with BA (N=5)	low	BA + 60 + dissertation
	high	BA + 90 + dissertation???
	average:	BA + 72

5. What types of final project (dissertation or equivalent) work do you allow your Ph.D. students to do? (N=31)

Historical Studies	97%
Creative Projects	16%
Measurment Studies	39%
Theoretical Studies	94%
Combined Research & Creative Projects	32%
Empirical Studies	48%
Critical/Analytical Studies	100%
Other	6%

Critical/analytical, historical, and theoretical studies are most widely accepted, followed by empirical, measurment, and combined research & creative projects. Very few allow creative projects alone. Most responding institutions call the final project a dissertation.

6. Specialization in Ph.D. program. (N=26)

Chart below summarizes the actual number of students from the 26 institutions responding to this question.

study area	TOTAL	% of 505
theoretical	36	7.1%
critical	75	14.9%
analytical	44	8.7%
theoretical/critical/analytical	6	1.2%
history	126	25.0%
history/theory/critical/analytical	25	5.0%
theatre education	19	3.8%
child drama	21	4.2%
film studies	11	2.2%
directing	24	4.8%
playwriting	21	4.2%
production	18	3.6%
acting	1	.002%
general major	68	13.5%
Other	10	2.0%
TOTAL	505	

Most students (62%) are emphasizing in the history/theory/ critical/ analytical area. Of the 505 total students, 53 (11%) are foreign, but two institutions (University of Hawaii, Manoa and Brigham Young University) have 38% foreign students. About 69% of the students are in residence. The largest reporting program (City Univ of New York) has 92 students, with 40 of those in residence. The largest residence program (Southern Illinois) reported 55 students working on the Ph.D. degree.

7. Faculty. Please give the following information for your GRADUATE faculty only (faculty authorized to chair or be members of graduate student committees).

GRADUATE FACULTY (N=31) total: 339

Rank	Highest Degree Earned					Years at Institution		
	Doctor	MFA	MA	Bac.	no deg.	1-4	5-9	10+
Full Prof.	42 %	1.5%	1.5%	.6%	.3%	8 %	5 %	30 %
Assoc.Prof.	19 %	9 %	1.5%	.6%	0	3 %	12 %	11 %
Assis. Prof.	7 %	9 %	3 %	.3%	0	14 %	2 %	2 %
Instructor	.6%	0	0	0	0	.6%	.3%	0
Lecturers	.6%	.6%	0	0	0	.6%	0	.6%
Visiting	1 %	1 %	.6%	.3%	0	2 %	.3%	.9%
TOTAL	70.2%	21.1%	6.6%	1.8%	.3%	28.2%	19.6%	44.5%

Most graduate faculty hold the doctorate (70%) or the MFA (21%). Almost half have been at their institutions for ten or more years (45%).

Size of Faculty per Institution

Number of Faculty	Number of Institutions with this size faculty
5-9	16
11-14	8
16	2
18-20	3
22	1
24	1

The institutions with the largest faculty are City University of New York-Graduate Center (24) and Northwestern (22); smallest is the University of Hawaii-Manoa (5).

8. Other requirements for the Ph.D. degree. (N=30)

Do you require:

a. G.R.E. or other standardized test for admission? **Yes 80% No 20%** .

Of those requiring the GRE, 29% require a minimum score of 1000, with some specifing scores of 600 or 650 in verbal. Several schools indicated the Toefl examination (min. score 450-600) was required of non-English speaking applicants.

b. Master's degree? **Yes 68% No 32%**

Bachelor's in theatre? (N=26) **Yes 31% No 69%**

Several institutions indicated they allowed students into the program without an undergraduate degree in theatre, but require them to make up deficiencies.

Several institutions require a minimum undergraduate GPA (range: 3.0 to 3.3), samples of student written work, letters of recommendation, statement of purpose in persuing degree, and transcripts of all past work.

c. Diagnostic pretest to assess strengths and weaknesses?(N=30) **Yes 13% No 87%**

d. Preliminary qualifying written examination? (N=31)**Yes 68% No 32%**

Of respondents indicating when the examination was given(N=17), 35% administer the examination after coursework is completed, 18% after most coursework is completed, 29% during or after the second year, and 24% at the beginning or during the first year.

Examination length varies from 9 to 24 hours with the average being 14.2 hours. Most indicate the examination is spread over several days.

e. Preliminary qualifying oral examination? (N=31)**Yes 52% No 48%**

Those who require an oral examination do it immediately following the grading of the written examination. It lasts one to two hours.

f. Final written examination? (N=32) **Yes 56% No 44%**

Length of the examination varies from six to twenty hours, with the average being 12.7 hours.

g. Final oral examination?(N=32) **Yes 94% No 6%**

This is usually a defense of the dissertation and lasts one to three hours.

h. Language required?(N=32)**Yes 53% No 47%**

No institution indicated a specific language was required, but if the dissertation topic requires, the committee may specify a certain language skill. Many allow student to develop tool in place of a language.

i. Tool requirement?

Most institutions that do not specifically require at least one foreign language do require a research tool. It usually relates to the field of the dissertation, and is specified by the committee. Only two universities (Northwestern and Michigan State) have neither a language nor a tool requirement for all students, but they indicate this may be required by the committee.

j. Time limit on completion of degree?(N=32) **Yes 88% No 12%**

Time limit	#Institutions responding	
5 years	7	25%*
6 years	2	7%
7 years	12	43%
8 years	2	7%
9 years	1	4%
10 years	2	7%

* may be after exams

k. Residency requirement? (N=32) **Yes 100% No 0%**

Time required	# Institutions responding (N=27)	
12 months or equivalent	14	52%
18 months or equivalent	2	7%
24 months or equivalent	6	22%
30 months or equivalent	1	4%
36 months or equivalent	3	11%

l. Continuous enrollment? (N=31) **Yes 52% No 48%.**

Information from lists of graduates (24 institutions reporting):

A. Years needed to complete the degree after entering program:

Years to complete	**Number of students**
1	3
2	7
3	28
4	30
5	41
6	39
7	30
8	24
9	20
10 or more	37
TOTAL	**259**

B. Students admitted with masters degrees: 195 (75%). Students admitted without masters degrees: 64 (25%).

C. Number of graduates per university (N=24): High, 34; Low, 2.

Number of Graduates last 5 years	**Number of Institutions with this number of graduates**	
2-5	5	21%
6-10	10	42%
11-15	3	13%
16-20	3	13%
30	1	4%
34	1	4%

The majority of institutions (63%) graduate two to ten students over a five year period, but 25% of the graduates are comming from 8% of the institutions, New York University (34) and City University of New York-Graduate Center (30).

Ph.D. Programs in Theatre in the United States
July, 1988

California	*Stanford University
	University of California-Berkley
	University of California-Davis
	University of California-Los Angeles
	*University of California-Santa Barbara
Colorado	*University of Colorado-Boulder
Connecticut	*Yale University (**DFA only**)
Florida	*Florida State University
	*University of Florida (program being phased out)
Georgia	*University of Georgia
Hawaii	*University of Hawaii-Manoa
Illinois	*Northwestern University
	*Southern Illinois University
	*University of Illinois-Urbana/Champaign
Indiana	Indiana University
Kansas	*University of Kansas
Louisiana	*Louisisana State University
Maryland	*University of Maryland
Massachusetts	Tufts University
Michigan	*Michigan State University
	University of Michigan (program to have started in 1987)
	*Wayne State University
Minnesota	*University of Minnesota-Twin Cities
Missouri	*University of Missouri-Columbia
Nebraska	*University of Nebraska-Lincoln
New York	*City University of New York-Graduate Center
	*Columbia University
	*Cornell University
	*New York University (Tisch School of the Arts)
Ohio	*Bowling Green State University
	*Kent State University
	*Ohio State University
Oregon	University of Oregon
Pennsylvania	*University of Pittsburgh
Texas	*Texas Tech University
	*University of Texas at Austin
Utah	*Brigham Young University
	*University of Utah
Washington	*University of Washington
Wisconson	*University of Wisconson-Madison

Total number of programs: 40
*Institutions participating in NAST survey: 33

NAST SURVEY--Supplimentary Information

Ph.D. thesis topics indicated by respondents.

Topic	#	%
History	138	51.9
Theory/Crit	67	25.2
playwriting (plays)	10	3.8
directing studies	7	2.6
acting studies	9	3.3
translations	4	1.5
Educational Theatre	3	1.1
CT/CD	6	2.3
Arts Admin	3	1.1
Masks/make-up	2	.8
costuming	2	.8
design	1	.4
sound	1	.4
lighting	1	.4
film	4	1.5
asian rim theatre	8	3
TOTAL	266	

Most doctoral students (77%) write thesis studies in history or theory/criticism. Several other areas are represented, but their total amounts to less than one in four (23%).

Employment of Graduates
(where stated)

Work	#	%
college/university	155	78.3
secondary teaching	4	2
Free Lance		
director	7	3.5
actor	2	1
playwright	3	1.5
costumer	1	.5
Educational Director	1	.5
Literary Manager	2	1
Community Theatre	3	1.5
Gov. Arts position	4	2
Gov. other position	2	1
research editor	1	.5
library position	5	2.5
Arts Management	4	2
Children's Theatre	4	2
TOTAL	198	

Of those responding to this question(25% did not), most (78%) are employed as college/university teachers. There are other opportunities for those with a doctoral degree, but very few are employed in these positions.

Surveys of Institutions Granting the Doctorate in Theatre
National Association of Schools of Theatre

The Board of Directors of the National Association of Schools of Theatre (NAST), the accrediting body for theatre institutions in the United States, determined in August, 1987, to conduct a seminar conference with representatives from Ph.D. granting institutions. The intent was to have these people discuss standards, goals and objectives of this terminal degree in the United States. Part of the preparation for this seminar required the gathering of information about current practices in the institutions. I was charged with framing a questionnaire,conducting a survey and reporting the findings to the seminar. The first document, ***NAST Survey of Institutions Granting the Ph.D. in Theatre, Summary of Results***, is this report which was sent to all participants prior to the San Diago Conference in July, 1988. Comments summarizing findings for the item follow each question. The supplementary information at the end of the survey was distributed and discussed at the Seminar Conference. This material, along with several position papers, was used as the basis of discussion at the conference.

At the conclusion of the meeting, the group felt an additional meeting would be helpful and plans were developed for a second Seminar. A follow-up survey was devised to secure additional information from the institutions. It was sent in in the spring of l989 and is reported in the second document, ***NAST Follow-up Survey of Doctoral Granting Institutions, Summary of Results***. This was used in the Stamford, Connecticut Seminar to begin framing a "Standards and Guidelines" document for Ph.D. programs.

The two surveys reflect the state of doctoral education in the United States at the present time. They indicate a wide diversity of structure, but also basic similarity in approach. Attached to each survey is a list of institutions granting the doctoral degree. Even this list required extensive follow-up to have it current. It is recommended such surveys be conducted on a regular basis to help understand directions of graduate education in the United States, and to be sensetive to changes at the institutional, state, regional and national level.

Harold R. Oaks
Provo, Utah
September, 1989